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ABSTRACT

An enrollment-driven finance formula that has been developed for public educational institutions in British Columbia tends to favor the survival of traditional youth-oriented labor force training. Community education is approaching extinction in many colleges and school districts. Yet the ad hoc programming capability of continuing education makes it a useful partner in addressing the educational aspects of local economic development. The process of attracting and inventing new business and industry for economic renewal is one that extensively involves the resources of a public educational institution. The range of different business structures available provides many opportunities for linkages and partnership between a variety of community agencies and public educational institutions, and many vehicles exist to assist in the development of local business activities. Public educational institutions may play many different roles in local economic development and can provide the link between learning and its practical application in the community. (The report concludes with recommendations to the Ministry of Education. Appendixes, amounting to over four-fifths of the report, include listings of types of business structures, enabling vehicles for local economic development, possible institutional initiatives, and 12 case studies of public educational institutions' involvement in collaborative local economic development initiatives in British Columbia.) (YLB)

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Collaboration for Local Economic Development: The Role of Public Educational Institutions

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Ministry of Education
Post-Secondary Department
Continuing Education Programs Branch
1985

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Office of the President

1985 03 28

Mr. R.J. Carter
Deputy Minister of Education
Parliament Buildings
Victoria, B.C.
V8V 1X4

Dear Mr. Carter:

On behalf of the Project Committee, I would like to submit this final report entitled, "Collaboration for Local Economic Development: The Role of Public Educational Institutions". In conveying this document and its recommendations to you I would like to emphasize three things:

Firstly, the Committee members represent an extremely diverse cross-section of interests all of whom are deeply concerned about local economic development as a part of the overall recovery of the B.C. economy.

Secondly, the institutional representatives have consistently spoken for a positive and cooperative relationship between public sector institutions and the private sector.

Thirdly, the recommendations are intended to invite the Ministry to take action to support the local economic development activity of colleges and school districts through fiscal formula recognition of the educational component of these efforts.

The prospect for innovation in this area of endeavour is especially high. The pressure of economic difficulties has caused people to invent new strategies for business development and employment generation through extensive local collaboration. The separation of public and private sectors has been removed in many instances to the greater benefit of both. The excitement of inventing our way out of hard times is infectious and inspiring. I hope the Ministry will be able to help the field institutions to realize the considerable potential that this report suggests.

Yours sincerely,

Bruce Fraser

Bruce Fraser
Chairman, Advisory Committee on
Continuing Education's Role in
Economic Development and Youth
Employment

BF:rmh
cc: Dr. Ron Faris

Malaspina College
900 Fifth Street, Nanaimo, B.C., V9R 5S5 • Telephone (604) 753-3245

COLLABORATION FOR LOCAL ECONOMIC DEVELOPMENT: THE ROLE OF PUBLIC EDUCATIONAL INSTITUTIONS

Advisory Committee on Continuing Education's
Role in Economic Development and
Youth Employment
for the
Province of British Columbia
Ministry of Education
Post-Secondary Department
Continuing Education Programs Branch

MARCH 1985

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ADVISORY COMMITTEE FOR THE PROJECT

Chairperson:

Bruce Fraser
President
Malaspina College

Members:

William L. Day
President
Douglas College

Sheila Brown
Social Development Officer
Secretary of State

Michael Clague
Consultant

Dorothy Clode
Director of Adult Education
School District #66

Frances Cromie
Program Manager
Career Start Youth Job Corps
Vancouver Community College

John Ellis, Senior Manager
Employment Training Programs
Canada Employment & Immigration

Keith Jardine
Delegate Relations Officer
B.C. Central Credit Union

Joy Leach
Director of Development
Simon Fraser University

RobRoy MacGregor, Manager
Employee Planning & Development
Ministry of Transportation and Highways

Flora MacLeod
Policy Planning Consultant
United Way of the Lower Mainland

David McLean
Federal/Provincial Liaison Officer
Secretary of State

Maureen Mahoney
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Public Affairs
Business Council of B.C.

Bill Miller, Director
Small Business Services Branch
Ministry of Industry and Small Business Development

Richard Pearce
Director of Continuing Education
Vancouver Community College

Bob Robertson
Assistant Regional Director
Pacific Region
Secretary of State

Susan Witter
Associate Dean of C.E.
Fraser Valley College

Ron Faris
Director of C.E.
Ministry of Education

Shell Harvey
Coordinator of C.E.
Ministry of Education

Audrey Thomas
Resource Person to the Committee

COLLABORATION FOR LOCAL ECONOMIC DEVELOPMENT: THE ROLE OF PUBLIC EDUCATIONAL INSTITUTIONS

THE ECONOMIC CONTEXT

The present difficulties in the British Columbia economy affect a wide cross-section of the labour force. Youth unemployment and underemployment are, however, of particular concern. Young people comprise 23 percent of the population 15 years and over, but constitute 40 percent of the unemployed in the labour force. Some face the prospect of not being able to acquire the work experience necessary for vocational advancement. The arrival of each new group of young people who have left school adds pressure to those still in search of work.

In this economic climate there are several trends and conditions which merit attention. One is the reality that the majority of jobs are being created by medium and small businesses. Another is the importance of diversification of the provincial economy, and recognition that much of this will be a locally-based phenomenon. Further, local economic development has particular scope in producing goods and services that either fill niches in the local economy or provide viable substitutes for products produced elsewhere. In this manner new wealth is created locally rather than establishing new businesses to compete for existing markets and existing profits. Lastly, the nature of an economy in transition is one that requires and stimulates entrepreneurial initiative.

Entrepreneurial initiatives that are underway currently in communities throughout the province include some that are forging new forms of collaboration and co-operation among business, educational, social and governmental interests.

This Committee is concerned with the role that public educational institutions can play in supporting local economic development. The Committee feels strongly that employment opportunities for all sectors of the labour force can be created through long-term local economic development. *Too often, when youth is selected as a target group, training schemes are short-cycle, stop-gap, make-work measures which offer only temporary alleviation of unemployment.* Thus, in this paper, local economic development subsumes the youth group in the general population.

PUBLIC EDUCATIONAL INSTITUTIONS: THE TRADITIONAL ROLE - CREATING EMPLOYEES

Public educational institutions in B.C. have been perceived by governments primarily as educators of youth. Their role was to prepare youth for gainful employment, concentrating on vocational and technical manpower supply. Primarily to equalize access to university education, they were also required to provide academic programs allowing transfer to provincial universities. As lesser activities, a range of Adult Basic Education programs and Community Education services have been funded within the same institutions.

Over the last few years, while funidng has declined, a finance formula has been developed which allows for strict accounting and cost control of institutional activity, program by program. The formula is enrolment-driven and tends to favour the survival of traditional youth-oriented manpower-training in vocational and technical fields over all other programs. Last on the list, and substantially reduced in proportion to other functions, Community Education is approaching extinction in many Colleges and School Districts. Yet, *it is the flexible, ad-hoc programming capability of continuing education units which makes them a most useful partner with other agencies in addressing the educational aspects of local economic development.*

LOCAL ECONOMIC DEVELOPMENT - CREATING EMPLOYMENT

It is generally recognized that economic renewal of communities will involve a diversification of industry and business. It must also stimulate higher rates of viable business development. We must increase the range of both domestic and export commerce to reduce dependence on primary resource industries. It is also generally agreed that most new employment will arise from small to medium-sized businesses while increased productivity is likely to occur in large industries through high technology applications and automation.

By their very nature, small and medium-sized businesses are more closely tied to the economic infrastructure of their local communities. They tend to create business for each other through product or service specialization rather than by internalizing production, reaching larger size and then automating. Some enterprises of this kind must be imported from elsewhere, while others must be invented locally to respond to locally exploitable resources, to supply newly discovered export markets or to supply recently imported outsiders. The process of attracting and inventing new business and industry is one which extensively involves the resources of a public educational institution.

THE TYPES OF BUSINESS STRUCTURES IN LOCAL ECONOMIC DEVELOPMENT

People may become involved in local economic development through a range of different business structures. For purposes of illustration seven different types of business structures have been identified. All are engaged in local economic activity in B.C. at present. In summary form they are: privately-owned business, publicly-listed business, publicly-owned business, co-operatives, non-profit societies, community development corporations and native band development corporations. (Appendix I gives a fuller list.)

The important point in this typology of structures is that it represents the numerous options available to the potential entrepreneur according to personal inclination, abilities and the circumstances of the business climate in any community.

The range of business structures provides many opportunities for linkages, and partnership between a variety of community agencies and public educational institutions. *Economic renewal must be a collaborative enterprise. There are many vehicles which are able to assist in the development of local business activities.* This assistance can include information and advice, training and education and direct or indirect financial support.

Examples of vehicles are: different levels of government banking institutions, regional development schemes, large business incubation/new business development initiatives, community economic development corporations and special economic projects. (Appendix II gives a fuller list.) Partners in local economic development can include representatives from such vehicles, as well as civic leaders, chambers of commerce, labour unions and public educational institutions. Some educational institutions may not have played a direct role in local economic development in the past but, as community-based, taxpayer-funded institutions, they must be part of such development. A listing of possible initiatives based on known practices in British Columbia and elsewhere are given in Appendix III.

ROLES OF PUBLIC EDUCATIONAL INSTITUTIONS IN LOCAL ECONOMIC DEVELOPMENT - SOME SPECIFIC EXAMPLES

Public educational institutions may play many roles in local economic development. They could give leadership in creating interest and awareness

about local economic development issues - as in the case of the Island Futures group on Saltspring Island. (See Case Study 1, Appendix IV.)

They can inform their communities about a range of options and approaches for development as Fraser Valley College undertook to do with its study and follow-up activities related to youth unemployment. (Case Study 2, Appendix IV.)

They can collaborate with many sectors in their communities to promote development as Malaspina College has done in Duke Point. (Case Study 3, Appendix IV.)

They can be active in comprehensive community economic development work as Douglas College is in New Westminster. (Case Study 4, Appendix IV.)

They can initiate specific courses, programs and projects to aid individuals and groups as in the cases of School Districts 36, 44/45, 46. (Case Studies 5, 6, 7, respectively, Appendix IV.)

They can incubate promising business ideas through making their facilities, equipment and expert resources available to their communities. Such developments on a small-scale are illustrated by Selkirk College's activities (Case Studies 8 and 9, Appendix IV) and on a large-scale by the College of New Caledonia's initiatives (Case Study 10, Appendix IV).

Public educational institutions may actually play more than one role in local economic development and renewal when they collaborate with other community representatives. The range of opportunities is broad. The nature of the initiatives undertaken depends on such factors as local needs, commitment, energy level, and the capacity of the responding institutions as well as community relations, among others.

The Nanaimo Community Ventures Account Case Study (#11, Appendix IV) provides a good example of how Malaspina College's concern with student job placement in the summer months has developed into innovative structures and approaches to provide more solid experiences for youth employment and business development with carry-overs into the larger community. The cooperation of the Kiwanis Club and the Nanaimo District Savings Credit Union with the College has been a vital ingredient in the successful establishment of this venture.

Matsqui-Sumas-Abbotsford Community Services is an example of a non-profit multi-service agency which combines education/training, enterprise development, job placement and community social services. The local community college - Fraser Valley College - provides work-study programs for disabled adults under the 'Community Enterprises' umbrella of this agency. (Case Study #12, Appendix IV.)

These examples, based on current initiatives in B.C., do no more than hint at the potential for public educational institutions' roles in local economic development. They do suggest that these institutions can assist the business aspirations of a cross-section of interests and thereby play a more active role in community economic life than has generally been considered in the past.

Public educational institutions help to attract new industry, provide contract training specific to industrial clients, train entrepreneurs, provide programs for small business, teach high-technology applications, invent youth employment strategies, work in re-training unemployed workers and in partnership with other agencies to plan for economic development. Extensive collaboration with local industry, business, local governments, Chambers of Commerce, provincial and federal departments and social agencies is normal everyday practice for a public educational institution worthy of the name.

Local economic development requires flexibility on the part of public educational institutions in the organization of programs and services and in the allocation of resources. People requiring knowledge, information and applied skills for business development need educational support as they plan and implement their initiatives. As a result, the traditional structuring and scheduling of business courses and programs may not be appropriate to what is actually required in the community. Short courses, workshops, seminars and "enterprise-specific" program organization may be more appropriate. Consequently, *the process for organizing the educational services for local economic development will be as important as the educational products that are offered.* It is also evident that this institutional flexibility depends on the collaboration of many parties in the community.

Public educational institutions as participants in local economic development can provide the link between learning and its practical application in the community. In the process, individuals acquire new skills, new enterprises are developed, new employment opportunities are created and the local economy is strengthened.

CREATING EMPLOYEES - CREATING EMPLOYMENT

Public educational institutions are contributing to the economic fabric of the province both through their formally recognized manpower development role and their formally unrecognized local economic development role. The recommendations of this report are intended to invite the Ministry of Education to recognize the local economic development role of public educational institutions and to incorporate this recognition into the formula finance system.

RECOMMENDATIONS

The Committee recommends to the Ministry of Education that:

1. The ministry affirm the local economic development activities of the public educational institutions and the mandate for community access to these institutions.

2. The Ministry promote the public educational institutions' non-traditional role (non classroom-based activity) in local communities by changing the finance formula in ways to give recognition to and allow for flexible programming responses to meet specific needs of individuals and groups involved in local economic development.

3. The Ministry of Education approach other Ministries to outline the concepts and practices detailed in this report with the objectives of:

   a) seeking interdepartmental recognition for public educational institutions' roles as creative working partners in the current strategy for provincial economic renewal and employment creation; and

   b) creating a funding category for Local Economic Development from which public educational institutions might draw funds for innovative collaborative projects that would enhance institutional capacity to serve local economic development objectives.

4. The Ministry establish a consultative committee whose function would be to:

   a) prepare specific elements, criteria and categories for incorporation into the finance formula as suggested in these recommendations;

   b) prepare a detailed prospectus for the Local Economic Development Fund as suggested in these recommendations.

APPENDIX I[1]

LOCAL ECONOMIC DEVELOPMENT: THE RANGE OF BUSINESS TYPES

I. PRIVATELY-OWNED BUSINESS

- A. Company
- B. Partnership
- C. Family
- D. Individual

II. PUBLICLY-LISTED BUSINESS

- A. Forest Company
- B. Mining Company
- C. etc.

III. PUBLICLY-OWNED BUSINESS

- A. Crown Corporation (Ocean Falls)
- B. Local Government Business (Duncan Tree Farm)
- C. College or School Board Business (Malaspina College: "Fast Track Training".)

IV. CO-OPERATIVES

- A. Worker-Owned
- B. Member-Owned
- C. Mixture

V. NON-PROFIT SOCIETIES

- A. Voluntary Agencies
  1. For-profit business operating alongside non-profit services
  2. For-profit business spun-off from non-profit services

VI. COMMUNITY DEVELOPMENT CORPORATIONS

- A. Business development, funding and operating corporations owned by the community (directors receiving no personal profit)
- B. Business development, funding and operating corporations with non-profit community services (directors receive no personal profit)
- C. Business development, funding and non-profit services but not direct business operations.

VII. NATIVE BAND DEVELOPMENT CORPORATIONS

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1 Appendices I, II, and III compiled by Michael Clague.

APPENDIX II

ENABLING VEHICLES FOR LOCAL ECONOMIC DEVELOPMENT

I. GOVERNMENT

- A. Federal Funding and Advisory Services
- B. Provincial Advisory Services

II. BANKING INSTITUTIONS

- A. Chartered Banks
- B. Credit Unions
- C. Non-Traditional Credit Unions (Community Congress for Economic Change)

III. REGIONAL DEVELOPMENT SCHEMES

- A. Free Trade Zones
- B. Special Economic Zones
- C. Co-operative Development Zones

IV. LARGE BUSINESS INCUBATION/NEW BUSINESS DEVELOPMENT INITIATIVES

- A. Community Advisory Services (Scotbic: Scottish Business in the Community)
- B. Intrapreneurship (semi-autonomous renewal within a business Mac-Blo Chemainus)
- C. Employee Hive-Off (assisting employees to establish their own business and contract back to former parent)

V. COMMUNITY ECONOMIC DEVELOPMENT CORPORATIONS

- A. Non-Profit Societies
- B. Education-based Non-profit Corporations
- C. Native Band Corporations

VI. SPECIAL ECONOMIC PROJECTS

- A. Alternate Economic Initiatives (Work Against Recession Campaign[1])

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1 A community-based initiative to create new enterprises through venture capital accounts over a two-year period firstly in Victoria, then in other parts of B.C., by tax-deductible voluntary weekly subscriptions of $2.00 per head from fully-employed persons and other contributors. April 1985 start-up. (For more information contact: RobRoy MacGregor, Chairman, Work Against Recession Society, 207 - 2067 Cadboro Bay Road, Victoria, B.C. V8R 5G4 Telephone: 592-WARS.)

APPENDIX III

THE LINK BETWEEN EDUCATION AND ECONOMIC DEVELOPMENT: EXAMPLES OF INSTITUTIONAL INITIATIVES

1. A college, a service club and a credit union team up to establish a youth ventures capital account. The education and training roles of the college are linked with the business experience available in the services club and with the financial resources of a credit union.

2. A college offers a core program in entrepreneurship crossing all disciplines and training.

3. A college assists students in establishing their own enterprises as a source of summer employment.

4. A student council establishes its own development corporation.

5. Training in vocational education is linked directly to the amenability of the trade in question to small business development.

6. A college acts as a catalyst to bring together public and private funding sources for prospective business development.

7. A college spearheads the creation of a community development corporation as a source of business development and job placement for students.

8. Economists and business course staff in an education institution act as a resource to local business development.

9. A college establishes its own training business, providing contracting services to other countries.

10. An individual student cooperative program is planned by a college to enable any student to combine study with direct work experience.

11. A college provides the facility, equipment and instructional resources for a promising musical equipment business.

12. A college or a school board offer community education programs in small business development. There is collaboration with the services of the Ministry of Industry and Small Business Development.

13. A college/school board co-sponsors a community forum on the local economy and business opportunities, including import substitution.

14. A college undertakes research with respect to the applicability of high technology and appropriate technology to local business development.

15. A proposal is advanced (in the United States) for a school-based community development corporation, providing an economic development program, a community planning agency, a manpower development project, a career education program and a community service agency.

16. A curriculum on "cooperative outlooks in business and industry" is designed by a cooperative college (Saskatchewan).

17. A school system designs curriculum projects, a rural enterprise project and an education enterprise link that tie school studies to local enterprise development; pupils are encouraged to develop practical projects with a business flavour, to experience raising capital, developing a product and a market and to develop working links with the business world (Wales).

18. A non-profit community services centre combines education/training, enterprise development, job placement and community social services.

APPENDIX IV

CASE STUDIES - PUBLIC EDUCATIONAL INSTITUTIONS' INVOLVEMENT IN COLLABORATIVE LOCAL ECONOMIC DEVELOPMENT INITIATIVES IN B.C.

A. CS1. Island Futures Economic Development Society
CS2. The Fraser Valley Youth Employment Council
CS3. Duke Point Development Group
CS4. The Royal City Community Development Association
CS5. "Cottage Industry" Business Training
CS6. Collaborative Services with Business and Industry, North/West Vancouver School District
CS7. The Sunshine Coast Employment Development Society
CS8. The Upper Lakes Economic Development Society
CS9. Community-Oriented Cooperative Vocational Training Ventures
CS10. High Tech Industrial Training and Development in the North

B. CS11. Nanaimo Community Ventures Account
CS12. Matsqui-Sumas-Abbotsford Community Services

NOTE: A. The first ten case studies were compiled in February-March, 1985 by Audrey M. Thomas from personal and telephone interviews and written material supplied by interviewees.

B. Case Studies 11 and 12 are taken from: Community Economic Development in British Columbia: Nine Case Studies by Coro T. Strandberg. SPARC of B.C., Vancouver, January, 1985. pp. 35-37 and pp. 20-24. Price $5.00.

ISLAND FUTURES ECONOMIC DEVELOPMENT SOCIETY

Virginia Newman, Director of Adult Education
School District #64
P.O. Box 1382
Ganges, B.C. V0S 1E0 Telephone: 537-2822

This organization is a community-based non-profit society on Saltspring Island. It was formed in the spring of 1984 and held its first Annual General Meeting in August of the same year. Eleven Saltspring Islanders were elected to serve on the Board. The aim of the group is "to foster the creation of business, agricultural and professional enterprises, small in scale, locally controlled and organized and ecologically harmonious, and to promote a healthy, diversified economy by fostering closer relationships between investors, producers and consumers."

The impetus for the group came out of community concerns and interest related to employment issues and appropriate technology. The ideas of E.F. Schumacher and his disciple George McRobie appealed to the group. A group of people went to hear British author McRobie speak at a conference at Malaspina College, Nanaimo in the fall of 1983. Encouraged by what they heard the group began to work towards their own "Island Futures Conference" for February, 1984 with the purpose of bringing together a broad base of community people in order to determine the interest and support for local initiatives. The Continuing Education Coordinator for the local school district (S.D. #64) was active in this development process. As the Island falls in Camsoun College's region the college provides office space and a telephone for the continuing education division of the school district. The Conference was a joint venture between the continuing education division and the Saltspring Community Society.

Since the formation of Island Futures, a second Island Futures Conference has been held. This event, which took place in November, 1984 explored the ideas of a Community Ventures Trust Fund and business enterprise support and development. The following list of ideas, courtesy of Don McMillan of Nanaimo, are being considered by Saltspring Islanders, for fund-raising for economic ventures. The Credit Union branch on Saltspring has 3000 members.

1. Set up a community ventures fund ..... a form of "social conscience fund" ..... financed by members of the Islander's credit union.

2. Such a trust fund would:

   a) supply seed money for small private and/or cooperative ventures;

   b) receive a return on the money as a trust fund, but individual members would not expect a monetary return on their money;

   c) set up a board to administer the trust composed of some Credit Union members, some Island Futures members, and any other community representatives deemed advisable.

3. Entrepreneurs and/or cooperatives would:

   a) provide some money of their own - perhaps 1/5 to 1/10 of the sum needed;

   b) borrow from the community ventures fund 1/3 or 1/4 of the capital required (to be paid at a low rate of interest);

   c) borrow balance of money needed from traditional sources.

4. Money-raising ideas for the community ventures trust fund (CVTF):

   a) credit union members could donate a monthly contribution ..... $1, $2, $5, ... etc.;

   b) people with term deposits could direct a percentage of the return on their terms into the CVTF.

As for encouraging business enterprise and local economic development the Society has put forward the following suggestions.

1. The Society will encourage proposals for new Salt Spring Island enterprises.

2. The Society will find experienced people capable of helping with these new businesses.

3. The Society itself will act as a generator of ideas for new island-based enterprises, passing these ideas on to interested groups or individuals.

4. The Society's long-term goal is to create local financing which will provide island people with the opportunity to make responsible and responsive investments in their own community.

5. As the Society accumulates funds of its own through grants, loans, donations, investment returns or other means, it will allocate portions of such funds to selected enterprises.

6. Ideas for new businesses will be kept confidential if this is desired; the society will also act as an exchange for ideas.

7. The Society may undertake to support research and/or educational programs on economics, community development, conserver lifestyles, alternative technology, skill development or other appropriate topics.

The Society has received a Canada Works grant to employ five people for five months to investigate a variety of activities for the Island beginning in March, 1985.

FRASER VALLEY YOUTH EMPLOYMENT COUNCIL

Susan Witter, Associate Dean
Fraser Valley College
33844 King Road
Abbotsford, B.C. V2S 4N2 Telephone: 853-7441

In December 1983, Fraser Valley College Board passed a recommendation by its Education Policy Committee to establish a three month task force on youth unemployment. The purposes of the task force were:

- to gather information about youth unemployment;
- to determine the effectiveness of programs at other post-secondary institutions;
- to explore the availability of private and public funding sources;
- to prepare proposals for action which will enable the college, within its mandate, to respond effectively to the situation.

The task force, formed in January 1984, was comprised of groups representing the college, school districts, employers, organized labour and community agencies. Its report was made available in May 1984. The task force concluded that the number of unemployed youth in the region range from 9000 to 15000 depending on how one interprets the available statistics.

One of the several recommendations of the task force was the formation of a community youth employment council and/or establishment of a non-profit society to promote job creation and economic development. The College Board accepted the recommendations in June 1984 and provided a $2,500 one-time, start-up grant to assist with implementation.

Out of subsequent meetings and discussions between the task force, CEIC and community agencies, a non-profit, community-based society - the Fraser Valley Youth Employment Society (FVYES) came into being and was incorporated in September 1984. The original intent was for two parts of the Valley - Dewdney-Allouette in the west, and Fraser-Cheam in the east - to submit a joint application for a LEAD planning project. When it was discovered that the combined populations of the two regions

exceeded the criteria for LEAD funding (over 50,000), the two regions agreed to submit separate proposals.

The region covered by FVYES's application extends from Chilliwack to Boston Bar. FVYES is led and supported by various community groups including Fraser Valley College, Community Services, The Chamber of Commerce, the Regional Economic Development Office for Fraser-Cheam, School District 33, the local Canada Employment office, the Chilliwack Youth Outreach Project, and a number of youth, business people and private individuals. Its objectives are:

- to promote sharing of information on all aspects of youth employment;
- to foster community awareness of problems related to youth employment;
- to initiate and support training and educational opportunities related to youth employment;
- to develop and support programs to help youth cope with unemployment;
- to create job opportunities and economic development related to youth employment.

It is in support of this latter objective that the application for LEAD funding was submitted at the end of 1984. The proposal was accepted in early 1985.

The objectives of the LEAD proposal are:

- to review and analyse current and historical information in order to identify existing and potential economic development/employment opportunities in the Upper Fraser Valley;
- to develop a practical economic development/employment strategy from the above study that will provide guidance and assistance to the Fraser Valley Youth Employment Society and other community groups and agencies in assisting the formation of labour intensive businesses that will help reduce the serious youth unemployment problem in the region;

- to study the feasibility of, and, if feasible, prepare an action plan for the formation of a LEAD Corporation to promote and assist the establishment of small businesses in the region;
- to study the feasibility of, and, if feasible, prepare an action plan for a substantial enterprise project in the region, e.g., development of a major historic theme park at Yale.

In support of the proposal, Fraser Valley College and other community agencies are offering in-kind services to the value of 20 percent of the total LEAD budget request (approximately $10,000 to $50,000).

Other activities of the FVYES have included the formation of two working committees: The Information and Public Awareness Committee and the Job Creation and Economic Development Committee.

The Information and Public Awareness Committee has made an application to the Secretary of State for funding of a Year of the Youth project which will involve youth in the creation of a brochure describing all existing services related to youth employment in the region, plus an ongoing newsletter on youth employment activities.

The Job Creation and Economic Development Committee has begun surveying key business people in the community for advice on possible areas of economic development and job creation, and support for the activities of the Society. This information plus information received from a survey conducted by the local Chamber of Commerce and a survey of businesses involved in the local forest industry, completed as part of the task force study, will be available to the LEAD planning project. The chairman of the committee has also established contact with and sought advice from the Nanaimo Community Employment Advisory Society and Colville Investments Corporation its wholly owned subsidiary which, although a non-profit organization, seeks out profit-making employment development activities for the local community.

DUKE POINT DEVELOPMENT GROUP

Bruce Fraser, President
Malaspina College
900 Fifth Street
Nanaimo, B.C. V9R 5S5 Telephone: 753-3245

The role of this Group was to work towards a community strategy for attracting industry to the Duke Point site. The group was formed when AMCA International's proposed plant for the production of modular equipment for the North Slope oil industry failed to materialize because of controversy over wage levels. It became apparent to many citizens of Nanaimo that the city could not afford to lose such potential employers. Thus, a broad-based community group involving many of the city's leading organizations was formed for the purpose of attempting to solve the problems raised by the conflicts. Participants included the Chamber of Commerce, the City of Nanaimo, the locally elected provincial and federal government representatives, the Nanaimo-Duncan and District Trades and Labour Council, the B.C. Federation of Labour, the B.C.-Yukon Building Trades Council, the B.C. Development Corporation (BCDC), Canada Employment and Immigration Commission (CEIC), local business representatives and Malaspina College.

The College, as an educational institution, was seen as being 'neutral'. College personnel were able to play a facilitating role - the President acted as Chairperson of the group and offered the college building facilities for the group's meetings. Numerous community meetings were held to clarify everyone's concerns and to establish working guidelines to attract new business to Nanaimo. Thus, through a process of integration the Duke Point Development Group arrived at a new industrial development approach.

After the 1984 municipal elections, the new mayor of the City of Nanaimo created a Business and Industrial Employment Expansion Committee of Council. The President of Malaspina College became the Chairperson of the Advisory Committee to this Committee of Council. Most members of the Duke Point Development Group were absorbed into either one or other of the two new

committees. The objective of both committees is to work together to attract new business to Nanaimo.

In summary, the Duke Point Development Group brought together those members of the community with an interest in economic development, helped to smooth out conflicts, and presented a positive face to potential new industries. Its activities included cooperative discussions with labour interests, joint activity with BCDC to attract industry to the city and direct work with potential clients in looking at facilities. During the course of operations, the College worked with CEIC to quote special training designs and CEIC sponsorship of training for potential Duke Point clients, presented itself as a willing Research and Development partner with new industries, acted as an amenity source, chaired various groups, served as a venue for meetings, provided a secretarial function, and conducted public relations activities such as the issuing of press releases.

ROYAL CITY COMMUNITY DEVELOPMENT ASSOCIATION

Randi Duke, Coordinator
c/o Douglas College
P.O. Box 2503
New Westminster, B.C. V3L 5B2 Telephone: 520-5400

Concerned about rising unemployment and a declining city centre, Douglas College invited some 75 people representing all sectors of the community to a meeting at the college in November 1983. Fifty people came and listened to a speaker from the Nanaimo Community Employment Advisory Society. Some thirty five people decided to become active in a local planning group and they convened a public meeting in New Westminster in January 1984. Business, industry, education, labour, professional groups and citizen associations were represented and, after choosing the name Royal City Development Group at a subsequent meeting, they adopted the following mission statement:

> "The achievement of a sustained growth of employment opportunities within the Royal City, through a community supported economic development program".

Within this framework the Royal City Development Group was to identify specific community-based projects that would enhance the quality of life in the area via government, private sector and volunteers/ community group cooperation. Douglas College offered to place its resources at the group's disposal.

Two sub-committees were struck from the Royal City Development Group: the Economic Development Sub-committee (which was to prepare a community profile and an economic development strategy) and the Community Development Sub-committee (which would assist others in developing employment opportunities by levering available resources from the public sector job creation programs). The meeting also generated $1,000 worth of donations from the participants to defray expenses.

The Economic Development Committee finalized its Community Economic Profile in the Fall of 1984, and thus provided a community inventory and completed the first planning step in the long-term economic development

strategy. From this profile opportunities for new business enterprises or current business expansion will be identified and marketing and promotional tools will be developed to attract new development and enhance the New Westminster community.

The Community Development Committee focuses its efforts on matching financial resources to community needs by assisting groups in the best and most appropriate use of public sector job creation programs. Projects to date have focused on providing meaningful employment to persons who had difficulty competing in the labour market. A local unemployment Action Centre and a Job Club have been established and help has been given to those unemployed persons desirous of having their own enterprises. Some 12 jobs have been created locally with the help of various government funds in the winter of 1984-85.

Following completion of the Community Economic Profile, planning has focused on the development of a long term economic strategy for the Royal City. Research involving a cross-section of local citizens has begun to identify new growth prospects and marketing needs for the area. This stage of planning has brought together the resources of business and three levels of governments in a joint planning effort to increase the economic stability of the community.

In order to seek and to handle contracts, the Royal City Development Group became an incorporated non-profit society known as the Royal City Community Development Association and held its first Annual General Meeting in January 1985. Ineligible for LEAD funding, the Association has received $20,000.00 from another CEIC source and the Association matched this amount with locally raised funds. The Association has a five-member Board of Directors which replaces the former steering committee. The chairpersons of each of the two sub-committees are members of the Board along with a Chairperson, Vice-Chairperson and Recording Secretary. Most members of the Association work with either or both of the two sub-committees.

"COTTAGE INDUSTRY" BUSINESS TRAINING

Don McKinnon, Director of Adult Education
School District #36
14225 - 56th Avenue
Surrey, B.C. V3W 1H9 Telephone: 596-7733

Surrey School District, through its Adult Education Division, is offering a three week pilot program for small, home-based "cottage industry" businesses beginning on February 18, 1985 under the auspices of the Centre for Adult Learning, Princess Margaret Secondary School in Surrey. The pilot program was funded by the Ministry of Education and developed by the Adult Education Division of the School District.

The purpose of the program is to offer assistance, information, and counselling to a specific subset of the small business community. The particular portion of the small business area that has been targeted is that of market activities being performed in the home.

The primary source group for this program, is seen as being individuals engaged in some permanent or recurring economic activity based in the home who feel that they would benefit from more information about the business environment.

This group will likely be diverse in income and social characteristics and be engaged in a diverse range of business activities. Their reasons for being in business will vary from, at one extreme, a desperate need for income to the standard entrepreneurial need to create a viable business entity.

Anther potential group which could be served by such a program consists of those persons not currently engaged in a home industry but who may be interested in beginning one. The primary difference between the two groups is that the producers already have a product or service they are marketing while the other group may have the desire but they do not necessarily have an idea of what they can produce.

Both groups would likely require the same information about general business practices, legal problems, marketing, and so on. The non-producing group, however, could require another training component

to enable them to acquire the skills necessary to produce. It is from this group that a significant demand for parallel courses in Skill Training and Cooperative Education could emerge.

The format for the pilot program includes the following features:

- a pre-registration information and counselling session for each potential participant in order to evaluate needs, capabilities and goals of the potential student, and to explain the course content - mutual acceptance on both the student's and the coordinator's part will lead to registration;

- the course will run for 3 weeks, two nights a week for a total of 15 instructional hours;

- upon completion of this basic course those students who so desire will consult the coordinator on their plans for developing or creating a business, on the need for additional training, or on any other aspect with which the student needs guidance;

- two follow-up procedures are planned at three-month intervals after course completion in order to generate information on the participants and to evaluate the usefulness of the course for future offerings.

Data from the first week of the course reveal the following: there were twenty-seven applicants of whom twenty were accepted and seven were assigned to a waiting list; two thirds of the applicants are women over thirty years of age many of whom are looking towards monetizing a hobby and self-employment.

COLLABORATIVE SERVICES WITH BUSINESS AND INDUSTRY

Doug Ledgerwood, Director of Adult Education
School District #44/45
2132 Hamilton Avenue
North Vancouver, B.C. V7P 2M3 Telephone: 985-8741 or 987-8141

1. Contract Sales to Industry

The impetus for these contracts has arisen from the current economic restraint measures whereby industries such as Vancouver Shipyard and Dillingham Company, among others, on the North Shore of Burrard Inlet have laid off their training staff. This situation has provided opportunities for the school district to offer to undertake staff development and training for a variety of local employers on behalf of their employees. Three examples will give an idea of the opportunities which have been seized.

In the private sector, the school district has delivered courses in English Language Training and Blueprint-Reading on site to employees of the Vancouver Shipyard.

In the quasi-public sector, on-site secretarial training courses such as Typing, Business English, and Report Writing have been delivered to ICBC employees.

In the public sector, courses in Time Management for Nursing Supervisors have been delivered at Lion's Gate Hospital.

These courses have normally been tailor-made to the client's needs and have been developed using the DACUM model. The continuing education director of the school district was the initiator and played a facilitating role in the development of these services.

2. Business Management and Supervision Course Development

This is a collaborative project with the Ministry of Education the Ministry of Industry and Small Business Development and the Federal Business Development Bank. There is a steering committee in which two other school districts are formally involved - #38 (Richmond) and #28 (Quesnel). Three other districts (#39 Vancouver, #40 New Westminster, and #41 Burnaby) have observer status on the committee.

The courses are geared to the development of enterpreneurship. Sample titles include: "How to assess opportunities for small business"; "How to establish a small business"; and "How to operate a small business". The courses were initiated and operated in September 1984. They are now in their second term.

The participants of the courses include those people who are desperately looking to starting their own business, young adults, and small entrepreneurs wanting to survive in today's economic climate. Over a third of the participants are women. The Ministry of Industry and Small Business Development has subsidized 5 seats in the courses.

3. Jointly Sponsored Courses With the North Vancouver Chamber of Commerce

Several courses have been offered under joint sponsorship of the Chamber of Commerce and the School District. Among those which have been recently delivered are:

- Retail Sales Techniques
- Window and Interior Display Fundamentals
- Time Management for Secretaries
- Secretarial Handbook Usage.

SUNSHINE COAST EMPLOYMENT DEVELOPMENT SOCIETY (SCEDS)

Ricki Moss, Director of Adult Education
School District #46
P.O. Box 1897
Gibsons, B.C. VON 1V0 Telephone: 886-8841

Barry Wilbee, President
SCEDS
c/o Box 153
Madeira Park, B.C. VON 2H0
Telephone: 883-2456

SCEDS is an incorporated society which grew out of public meetings and encouragement from the Economic Development Commission in 1983. Its aim is to create employment opportunities on the Sunshine Coast.

In the summer of 1984, the Economic Development Commission undertook some preliminary survey work to provide a local database. An Economic/ Employment Strategy Committee was formed consisting of two representatives each from SCEDS, the Economic Development Commission and one representative from the Sunshine Coast Regional District who chairs the Committee. An application for LEAD funding was submitted at the end of August 1984. Funding approval was granted in November and the project started on December 17th. SCEDS is the body controlling the LEAD funds. The economic/employment strategy project has two thrusts: the development of a five-year plan, and a short-term assessment of sector development. A business project proposal will be developed from the recommendations in the strategy plan under the guidance of the Economic/Employment Strategy Committee. The plan is due for completion by mid-April, 1985 and the business proposal by mid-June of the same year.

SCEDS has worked with the Continuing Education Office of the region in the establishment of an aquaculture course currently being offered in Gibsons and was instrumental in obtaining a YTO program grant for the course.

The rest of the case study deals with the setting up and operation of the aquaculture course.

School District #46 Involvement

The local Economic Development Commissioner and fish farmers noted that many aquaculture operations were being developed locally and felt that a

"hands-on" training course in fish farming was needed. Local fish farming activities include salmon raising which is capital-intensive but can lead to secondary industries and oyster-culture, which is labour-intensive but seasonal.

Local aquaculture operators estimated they needed considerable help by June 1985. As many as 22 placements were offered through the local Aquaculture Association. A fairly short, basic entry training program was seen as being necessary. The local School District was approached to offer the course. As the School District falls in the area served by Capilano College, the Director of Adult Education wondered why the college was not asked to offer the course. Evidently, the college had expressed an interest, but not until 1986 which would be too late to meet the more immediate demand for workers. The originally proposed college program was to be a two-year technical program which would be too advanced for the immediate needs. A shorter version is now being considered.

In the summer of 1984, the School District went ahead with the help of SCEDS and the Economic Development Commission. Two local people were hired to do the research and development work for the curriculum. They worked closely with local operators in developing the skills required by the potential workers. The result is a course, unique in Canada, which has attracted interest from such diverse places as Tofino and Trail, Penticton and Inuvik. The course is designed around a 35 hour week and consists of tutorials and laboratory work. Two weeks spent in class alternate with two week periods spent in the field. Class instruction deals with such blocks of knowledge as biology for aquaculture trainees, physical science, equipment maintenance, hatchery operations, business and life skills. The classes are held in the office of the District's Resource Centre and the labs are held in the local high school from 3:30 p.m. to 5:30 p.m.

In the fall of 1984, SCEDS applied for a YTO grant to help establish the course. The proposal was accepted and 15 young people in the 17-21 years age cohort were sponsored under the program. There were 50 applicants for the course, many of whom were seasonally unemployed persons. The course is planned for 18 weeks and many of the applicants were in danger of losing their unemployment insurance benefits. The course could have been scheduled differently if this fact had been realized in advance. A total of 30 people were accepted for the course which began on February 4, 1985. Apart from the 15 people on the YTO program, two others received sponsorship from the Ministry of Human Resources, and three Indian students also received sponsorship. Ten people are financing themselves by various means. It is expected that there will be some attrition and that 20 people will actually complete the course.

The 15 YTO sponsored persons will have an additional 4 weeks training in Life Skills from Capilano College staff and will then have a four month supervised field placement. This will leave somewhere between 5-10 people who will be looking for actual placements in June. The course will likely be rerun in September with 20 places.

The federal fisheries department has become interested in these developments and may be involved in the future. There is talk about possible production of salmon eggs for which there is a considerable Western Canadian demand. At present, the demand is partially met by imports from the East Coast and Norway. Egg production is a delicate operation in which mistakes can be costly. There will be further consideration of this option. It is also hoped that as people are trained in other aspects of aquaculture, this activity will yield year-round employment.

By starting from scratch, working with SCEDS and the Economic Development Commission, with program development funds from the Ministry of Education and client sponsorship from the YTO program and MHR, the School District has developed and delivered a viable course which will lead to increased employment opportunities and enhancement of economic development along the Sunshine Coast.

UPPER LAKES ECONOMIC DEVELOPMENT SOCIETY

Selkirk College
Nakusp Centre
Box 720
Nakusp, B.C. V0G 1R0 Telephone: 265-4077

Selkirk College
New Denver Centre
Box 304
New Denver, B.C. Telephone: 358-7968

In the fall of 1982, some citizens concerned about the high rate of unemployment in the Nakusp district of the Selkirks, invited a speaker from Ontario to relate the experiences of her community in local economic development. An ad hoc committee was formed in Nakusp in late October of that year. The Continuing Education Coordinator of Selkirk College became the chairperson of the committee. Other participants included the CEIC outreach worker and representatives from local businesses.

An application for a feasibility study was submitted to the Employment Development Branch of the CEIC Regional office in Kelowna. The committee had targeted a wood products plant as a type of economic development suited to the local area. A wood moulding business was deemed viable. The $30,000 received for the feasibility study in the summer of 1983 enabled research to be undertaken into the best type of wood product to be manufactured, as well as the development of a business plan, a financial plan, and a proposal for LEAD funding for the establishment of the plant.

The plant funding was received in January 1984 and later that year the ad hoc committee incorporated as a non-profit society - the Upper Lakes Economic Development Society. The Board of Directors of the Society included local citizens, government workers and mill-owners. At this stage, the college's continuing education coordinator played a vital role by offering the college's resources and expertise to the newly formed society. A series of seminars for the Board of Directors was conducted on such topics as: effective meetings, the functions of Boards, what is community economic development, and so on. In addition to this training function, the college offered its space for the duration of the feasibility study. Nakusp is a community of some 1000 people with a service area of an additional 2000 people. In rural communities

the local educational institution can access learning resources and support services more easily than other agencies. It is also seen as non-competitive and is thus an ideal facilitator or broker.

After LEAD funding of $203,000 was received, a manager was hired in May 1984. A search for a suitable building was undertaken and an application made for additional funds. When these were received a used building from the Revelstoke Dam Site was purchased and moved to Nakusp. The building was established and the equipment put in place. The name of the wood operation is For-Wood Inc. It is a profit-making corporation wholly-owned by the non-profit society. The ultimate aim is to make the company worker-owned. The Company has provided full-time jobs for nine people. There is a manager, a secretary, a stickerman and six plant workers - five male and one female. The employees are of varied age range, were chronically unemployed and have never worked in this field so some training was necessary. The company already has orders from Japan for its product.

A second project was to propose a dry wood kiln located next to the moulding plant. Community members were so convinced of the soundness of this proposal that $20,000 in local capital was pledged. The application for $133,000 under a LEAD infrastructure project was submitted in December 1984 and received in early 1985. A business manager has been hired and the incorporation of Upper Lakes Dry Wood Company is in process.

A third proposed project is a feasibility study under LEAD funding for a mineral assay laboratory in New Denver, a community of 600 people located 30 miles to the south of Nakusp. The current mining company (Dickenson Mines Ltd.) has a small inadequate laboratory and supports this project.

A laboratory would not be as capital-intensive as the For-Wood Company, but it would give summer employment to 5 people and there would be 2 jobs year-round. The minerals currently mined are silver, lead, zinc and some gold. It is estimated that 38 percent of the work would be provided by the local mine and the balance from prospectors in the region.

In all these projects, the college's continuing education coordinator has played a key role. Should the profit-making corporations become successful, the pay-off for the college could be an economic return in proportion to the equity position of the college in the corporation. Such a return could be used to provide a Foundation for the college from which to fund scholarships or other ventures. Unfortunately, as of February 28, 1985 the continuing education coordinator was terminated and replaced with several part-time people in the various communities in which she worked. Thus, the community economic development component of the position is in jeopardy, and the role of the college in these local initiatives is uncertain.

COMMUNITY-ORIENTED CO-OPERATIVE VOCATIONAL TRAINING VENTURES

Bruce Meldrum, Director of Vocational Studies
Selkirk College, Rosemont Campus
2011 Silver King Road
Nelson, B.C. V1L 1C8 Telephone: 352-6601

High unemployment rates, lack of valuable 'hands-on' training experiences for students, shrinkage of college operating funds and the designation of the City of Nelson as a heritage city are some of the factors contributing to some unique community-oriented training programs at Selkirk College.

SIMULATED WORK TRAINING

In January of 1982 there were 18,925 registered apprentices in B.C. By January of 1983 the numbers were down to less than 15,000 and in April of 1984 there were 12,963. The long term implications were that without training continuing through the downturn, the Province could once again be facing shortages of skilled tradesmen.

As the situation became more acute the B.C. Ministry of Education and the B.C. Ministry of Labour using Federal funds proposed a "Simulated Work Program" whereby laid-off apprentices would be given the opportunity to continue or complete their apprenticeships.

Selkirk College responded to the call for proposals to implement Simulated Work Projects by designing a project that led to the production of one of the most unique training aids in the Province of B.C. The project itself was the construction of a fully-functional sand reclamation plant which is now housed in the Millwright/Machinist shop on the Selkirk College Rosemont Campus. The most unique feature of the project, however, was that it was a co-operative venture between the College, major employers in the College region, local unions, Federal Government and two Ministries in the Provincial Government.

The initial six-month project provided training for 38 apprentices in six trade areas - millwright, welding, pipefitting, electrical, steel fabricating and machinist. The second six-month project involved 28

apprentices from five trade areas. Unemployed Cominco tradesmen, members of the United Steelworkers of America, Local 480, were hired as instructors for the program. The Ministry of Labour and the local Canada Employment Centre co-operated in sponsoring and securing the unemployed apprentices for the project. The project was initially housed in the bay of a Cominco Ltd. warehouse in Warfield, B.C. and was given the privilege of scavenging materials from Cominco's scrap-yard which, as a result of recent updating and expansion, offered many excellent pickings. Used surplus material from another regional employer, Evans Products of Golden, was utilized in the second project.

Selkirk College hired the staff and oversaw the day-to-day adminsitration of the project. At the end of the two projects 14 apprentices had completed their training to journeymen status, others had received valuable training in their trade areas, and a valuable training aid had been established for Selkirk College. The aid was constructed almost exclusively from scrap materials by tradespeople who would otherwise have been unemployed, and has a replacement value of around $400,000.00 but cost the College less than $20,000.00.

STREET CAR #23

The City of Nelson has never exceeded a population of 10,000 yet for over 50 years it had a street car line - the only line in the B.C. Interior and the smallest in the British Empire. At one time it had three passenger cars and a sweeper. In 1980 there was only one of the original cars remaining. For thirty years it had served as a chicken coop and dog kennel just north of the city. In 1983 it was pulled from its resting place and hauled to the Rosemont Campus of Selkirk College for restoration as a heritage project.

Street Car #23 originally built in 1906 for the Cleveland Transit System was in service in Nelson from 1924 to 1929. The restoration work was

divided into three phases and was funded by a series of Canada works grants. The completion of the interior and the running gear are scheduled for the completion of Phase II in early 1985.

The City of Nelson, the Chamber of Commerce, and the College have all cooperated in the project. To date 15 tradespeople have worked on the street-car and Selkirk College students have been involved in the metal fabrication necessary for the frame restoration and will be heavily involved in the electrical work necessary to make this a working historical project - a project which will help Nelson achieve its goal of being the Heritage Capital of B.C.

FIRE APPARATUS RETROFITTING

Eighteen months ago the City of Nelson approached the College to see if students would be interested in a retrofitting of their classic La France parade truck. At about the same time, two employees of the College became involved in the formation of the Balfour-Harrop Volunteer Fire Department. Since that time the Balfour-Harrop Fire Department has commissioned the complete retrofitting of two pumper units and a truck. As of January 17th, 1985 the town of McBride, B.C. had ordered a tanker unit. Currently, students are beginning a third pumper which is destined to be in service in Kaslo, B.C. by mid-summer.

The program was founded as a result of three striking needs:

1. lack of valuable fabricating experience for welding students;
2. prohibitively high cost of providing small rural communities with fire protection;
3. shrinkage of College operating budgets to run high-cost training programs.

For years the College has had an introductory "C" level Welding program which has provided an excellent stepping-stone into the welding trade for many students. The current recession in the area has meant that there are fewer entry level positions for "C" level welders. The major problem for the "C" level welding student is that the program does not have any time for fabricating. Students cannot receive further welding training to "B" level unless they have three and one-half months of fabricating. After repeated requests by students to be allowed to continue their training, the college conceived the idea of fire apparatus retrofitting. Fire apparatus retrofitting provides excellent fabricating training for welders, but it also provides projects for heavy duty mechanics (vehicle running gear) and millwrights and machinists (compressors, pumps and valves) all of whom receive training on the Nelson Campus.

The students produce a real-life end-product which sees service as a valuable piece of fire equipment in their local communities. Because these retrofitted units are completed in virtually new condition for approximately one quarter the cost of a new piece of fire fighting apparatus, fire protection becomes affordable to small municipalities and rural areas in the region.

Having a marketable end-product which covers the expenses of retrofitting means the cost of running the program is negligible to the College. This is not an insignificant fact in these days of shrinking college operating funds which make it harder to effectively offer capital-intensive training programs such as welding. There is hope even that a small surplus may be generated from sales and this would be used to replace capital equipment.

On December 1, 1984 six welding students were brought into this program on a full-time basis. Their training (tuition) will be paid for out of

the proceeds from the disposal of the fire trucks they are retrofitting. The benefit to the students is that their training can continue at very little cost to themselves during this period of high unemployment. In the end, they will have completed two-thirds of the training required to become certified journeymen welders.

The College benefits from this non-cost program, the students gain valuable real-life experience and an inexpensive means of offering fire protection to rural areas and small municipalities in British Columbia is provided.

HIGH TECH INDUSTRIAL TRAINING AND DEVELOPMENT IN THE NORTH

Charles McCaffray, President
College of New Caledonia (CNC)
3330 - 22nd Avenue
Prince George, B.C. V2N 1P8 Telephone: 562-2131

CNC has been involved in initiating and setting up two different kinds of organizations with a view to long-term strategic development of 'high tech' industry and services in the northern interior of B.C. and elsewhere.

The Northern Institute of Resource Studies

This is a registered company of which the President of CNC was the founding President and currently the vice-president. CNC has two seats on the Board which includes executives from Alcan, B.C. Rail, CN and the B.C. Mining Association as well as senior representatives from federal and provincial governments.

The Institute is a depository or central library for maps and studies completed by the private sector and which have economic significance for the area of B.C. north of Williams Lake. To date, some 700 studies have been collected and there is a part-time person in charge of the collection. The idea behind the Institute is to provide a resource to mining and oil companies wanting to open mines or provide services in the north.

The Institute is now extending its work by commissioning studies. Its main advantage in doing this is the fact that it is not an arm of the government.

The Centre for Advanced Resource Technologies

Eighteen months ago, a non-profit society - the North West Foundation of Advanced Industrial Technology was formed. It owns a limited company - North Western Technology Ltd. which in turn owns the Centre for Advanced Resource Technologies - the operating arm of the company.

The Centre is involved in developing applications of technology for industry and especially the Canadian mining and forest industries. Federal and provincial funds are financing the Centre through the Foundation. The Board of Directors of the Centre consists of highly-placed executives from a variety of sectors. The Centre is thought to be unique in North America in its thrust - a special partnership between industrial development on the one hand and high-tech training on the other with special emphasis on the mining and forest industries. The Foundation sees itself as dealing with the Canadian economy and with an international marketplace.

The Centre occupies rented facilities in Prince George. It has $3 million worth of CAD/CAM equipment (computer aided design/computer aided manufacturing) and $1 million worth of numerical-controlled machining equipment. Training is offered to industry, CEIC, and CNC. The Centre sells time on the equipment to small and medium-sized companies in northern B.C. who could not normally afford such a facility. The Centre also undertakes applications engineering projects for companies and on-site demonstrations.

At present there are five industrial clients availing themselves of training opportunities. One hundred students are involved in high-tech training. These people tend to be already skilled or professional people who need to be trained in the technologies of the future. Thus, the training thrust is skill expansion through use of high-tech tools. Courses are operating on a 6-week basis during the day and an 8-week basis for night attendance. Training is expensive - $1,400.00 for 6 weeks. The trainers are experienced applications engineers who are able to solve specific industrial problems and able to help companies improve their productivity.

The role of CNC in all of this has been to act as a stimulator in making industry and other sectors aware of the most advanced fields

in high technology. The College sees itself as an initiator, facilitator and broker in these developments, not a controlling agent. With further recognition and substantial funding, the Centre could play a major role in future technological developments in the North and elsewhere.

NANAIMO COMMUNITY VENTURES ACCOUNT

Ed Sutherland
Malaspina College
900 Fifth Street
Nanaimo, B.C. V9R 5S5 Telephone: 753-3245

The Nanaimo Community Ventures Account, comprised of local community deposits, is a source of venture capital for young entrepreneurs. The idea for this program grew out of the experience of Malaspina College with student summer job placements and the province's Student Venture Capital Program initiated in the summer of 1984.

HISTORY

For many years Malaspina College has been involved in student job placement through student Canada Employment Centres. Changing labour demands made the experience an unsatisfactory one; over the years, as the economy worsened, employment matches became increasingly difficult.

In January, 1984, Malaspina College decided that a more coordinated response was necessary to ensure that students were able to generate sufficient income to return to school at summer's end. After some groundwork, a Student Development Corporation was designed to identify and harness as many employment opportunities and as much government resources as possible for the summer months. The Corporation (with project status at Malaspina College) was successful in attracting $.75 million in grants, and public and private enterprises to create jobs for 200 students.

The College, through its Student Services Department, acted as the broker between the host employers and the government granting bodies. In this way the College was able to overcome business reluctance to seek government wage subsidies. Because government programs typically operate on a reimbursement policy this creates a cash-flow problem for many small businesses. With the College as broker paying the

students' wages and billing the federal/provincial governments and businesses for the contracted amounts this problem was circumvented. The program proved successful; only one bad debt was incurred and with the addition of a few controls even this possibility can be overcome.

The second component of the Student Development Corporation was the provincial Student Venture Capital Program. The provincial program, which offered $2,000 loans to student businesses, was enhanced through the co-operation of the Kiwanis Club and the College Circle K Club. Recognizing the fact that the success of any business depends upon developing the correct mix of market, product/service, management and working capital, the College organized this support network for student businesses. It included information-gathering and sharing of market information, mentor support for new student ventures from regional Kiwanis Club members and liaison and coordination services for the Student Development Corporation, with the support of the College Circle K Club.

Free advice and workshops were provided by the Kiwanis Club as well as ongoing assistance over the summer months to ensure project success. In addition the College, through a Summer Canada Works grant, was able to hire a student to maintain weekly contacts with these businesses to troubleshoot and provide other support when necessary.

Of the 21 applications to the program, nineteen projects were actually initiated while six were so successful that additional students were hired to meet the demand. Though the experience was a positive one, with most of the students able to repay their loans and return to school, the College found some constraints in the provincial program:

1) The four-six month period for development, set-up and pay back was restrictive to the development of viable operations.

2) Venture capital funds were insufficient.

3) There was a need for a more stable funding source at low interest rates.

To address these problems and provide an ongoing source of venture capital for unemployed youth, the College, in conjunction with the Nanaimo District Savings Credit Union and the Kiwanis Club, opened a Community Ventures Account. Over $14,000 was deposited at the Credit Union in October, 1984.

COMMUNITY INVOLVEMENT

Deposits for the Account are being solicited from the community; depositors will receive 50 percent of the going interest rate while the remaining 50 percent will be transferred to the loan fund. The CVA is being set up to give depositers two kinds of returns: 1) financial (interest on their capital); 2) social (interest on their capital which would go into a loan fund earmarked for assistance to young entrepreneurs. The social return would be an investment in the development of young people and in community economic development.)

The entire Nanaimo community will be encouraged to deposit to the Community Ventures Account, though straight donations will not be sought. The project is endorsed by diverse groups such as labour, Chamber of Commerce, various political parties, etc. Local radio stations have agreed to support and promote the project, and will provide pledge sheets for listeners to become involved; local restaurants will promote the Account through table advertisements.

The College has targeted $1 million as its goal for the Account though $30,000-$40,000 would be adequate.

A Board, comprised of representatives from the Credit Union, Malaspina College, Kiwanis Club, local business and unions, will manage the Account while the Credit Union loans officer will fulfill the necessary administrative responsibilities.

The Nanaimo Community Employment Advisory Society (the Nanaimo LEAD Corporation) will likely play a complementary role enabling ongoing businesses to expand, diversify or simply continue beyond the seasonal time frame of the present program.

PROGRAM DEVELOPMENT

Though the focus is on youth employment creation there is interest in opening the Account to a wider population in the future.

The College's two-year small business program can also be adapted to incorporate the Community Ventures Account objectives. It is anticipated that students could, in their second year, develop a business proposal which can be tested and refined with financial assistance from the Account.

A Winter Canada Works grant will provide promotion, identification of market gaps, and coordination of the mentor program. Students interested in designing business plans in the Fall and Winter months are encouraged to do so.

THE SOCIO-ECONOMIC LINK

The Community Ventures Account, as a source of low-interest venture capital, will meet employment needs for youth in the Nanaimo area. The social spin-off is employment and community participation and investment; the economic returns are in the establishment of viable ongoing small businesses.

MATSQUI-SUMAS-ABBOTSFORD COMMUNITY SERVICES

Walter Paektau
2420 Montrose Street
Abbotsford, B.C. V2S 2S9 Telephone: 859-7681

Matsqui-Sumas-Abbotsford Community Services is a multi-service agency with a significant revenue-generating division which provides employment and skill development for special needs people. It is a model for many voluntary organizations.

HISTORY

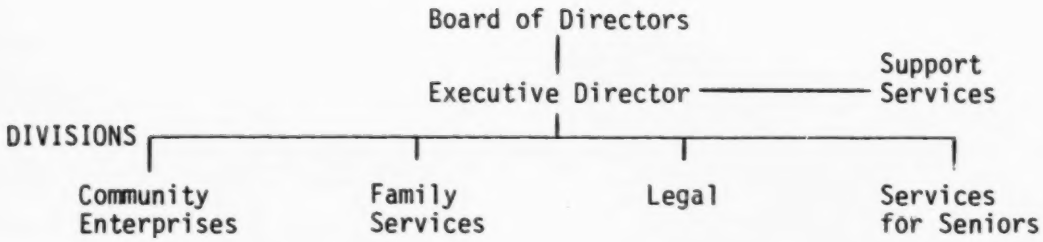
Matsqui-Sumas-Abbotsford Community Services was established as a voluntary non-profit society in 1969 and in 1971-72 began exploring the potential for revenue-generating projects when the Trudeau Government announced its LIP Grant Program. With the federal support for community participation, and after determining that there was a community need for reasonably-priced clothing and household items, Community Services established a Thrift Store in 1972. It was a deliberate decision that product sales be built into this LIP initiative and subsequent enterprises were similarly fashioned.

An informal marketing survey in 1974 demonstrated the need for low-cost blankets and quilts in the area. As some of the clothing received at Minikin Market (the Thrift Store) was not suitable for re-sale, Community Services decided to use this clothing for quilt material. Thus was born the quilt-manufacturing component of Community Services. Similar to the Thrift Store, quilt-making provided an opportunity for special needs clients to acquire basic work skills.

In 1978 a recycling component was added and the beginnings of a woodworking workshop were developed. These assorted projects in conjunction with the Training, Placement and Diagnostic Programs came to be known as Community Enterprises which is now the most comprehensive division of the service network with an annual budget of over $.5 million. Sales and production revenue alone generated $158,000 in 1983-84.

STRUCTURE

The multi-service agency is organized in a typical model:



With these services, the Community Enterprises Division is the one most involved with job preparation and placement and with economic development.

COMMUNITY ENTERPRISES

Community Enterprises is an integral component of Matsqui-Sumas-Abbotsford Community Services. Its focus is to work with and assist special needs people such as women, the handicapped and recipients of social assistance. From thirteen to sixteen staff members are employed in this network and additional project staff are taken on for various short term activities.

The profits which are generated by these ventures are returned to each particular program for further research and development, capital purchases and advertising. (The exception was one year - 1976 - in which the Thrift Store and quilting industry generated unanticipated revenues of $12,000 - $13,000. Of this amount $10,000 went into the Special Community Services Building Fund.) Job creation funding sought by Community Services for the workshops (e.g., Canada Works) is used to increase productivity and ultimately provide ongoing permanent employment when funding ceases.

Minikin Thrift Store

The front of the Minikin Market in downtown Abbotsford serves as a family thrift store, with supplies donated by the community. Clothing, household items and furniture are provided at a reasonable price. All proceeds are used for

operating costs in the store and in the work areas providing specialized opportunities for the handicapped.

Cottage Quilt Industry

Quilting and sewed products give twenty-five people an opportunity to learn basic work habits. While previously quilts were made to order, there are now so many orders that three specific designs are available for purchase. Requests come from all over Canada; the middle income community is the predominant customer. The quilt-making activities are carried out in the back of the Minikin Market.

Recycling Industry

Recycling of newsprint is centered at Community Services' Peardonville Shop. Each month about 100 tons of newsprint and cardboard are collected, baled and then sold to Superior Recycling. Three staff are paid wages from the revenues.

With the increasing viability of this recycling project, interest has grown for the establishment of a recycling plant in the area. In partnership with private enterprise (Superior Recycling) which has the capital resources, Community Services can provide the labour resources for such a venture.

Woodwork Industry

In addition to the recycling activities, the Peardonville Shop also houses a woodwork industry for the manufacture of small wood products. Like the Minikin Market and the paper recycling, it too is a sheltered workshop. Contracts vary for this component; in 1984 knife blocks and child's benches were the featured products. The finished goods are sold to IKEA, the international Swedish furnishing firm.

It is the intent of this enterprise to develop a partnership with industry for various projects, where the capital costs (materials, supplies, etc.)

are provided and the workshop in turn contributes the labour. So, for example, Lumberland in previous years provided the materials for tables, and the tables were completed at the Peardonville Shop. The IKEA contract was a natural project for Community Enterprises due to IKEA's philosophy of contracting with special needs people wherever possible.

Job Training Program and Placement 100

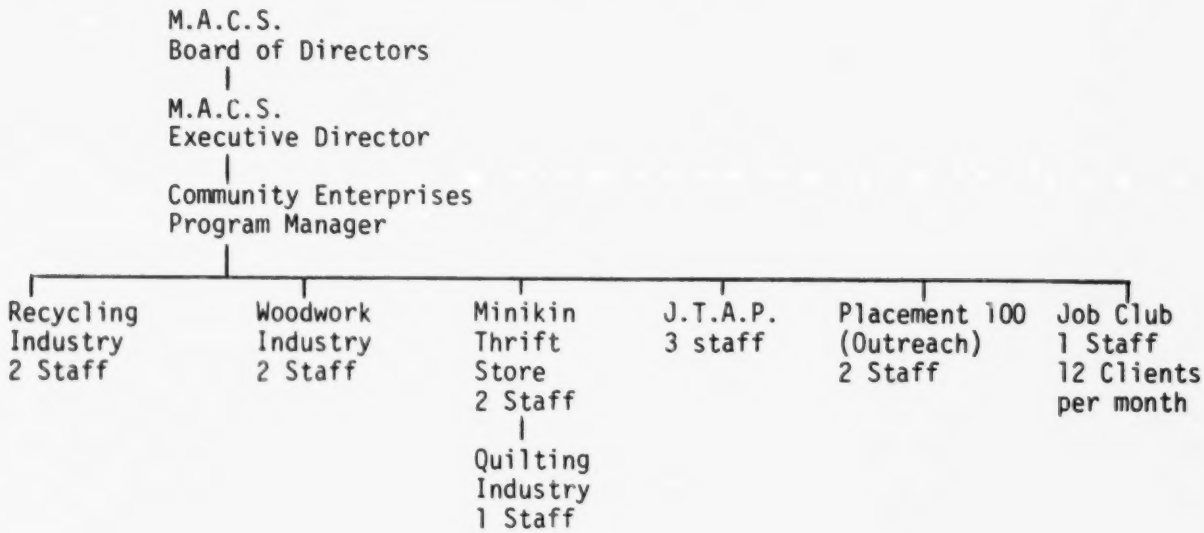
Basic work skills training for clients who need to learn routine repetitive tasks are offered by Community Enterprises. All clients pass through a 2-week work skills assessment. Based upon this assessment, an individual vocational training program following an industrial model is initiated with the client. The training and life skills programs are offered in the two sheltered workshops (Peardonville Shop and Minikin Market), and a job tryout and placement program are offered in the local community. Ten trainees participate in the program on a six month period for a total of twenty per year.

Women re-entering the work force, single parents and the disabled are assisted with job search techniques, career and employment counselling, referral, placement and follow-up support through the federally-sponsored Placement 100.

Transportation to the workshops is provided to 85 people weekly by the Lions Easter Seal Bus.

Revenues generated from Activity centre crafts and from Community Services bingo, increased total revenues by $17,500 in 1984.

Structural Chart for Community Enterprises



MATSQUI-SUMAS-ABBOTSFORD COMMUNITY SERVICES FOUNDATION

A second income-producing division of Community Services is the Matsqui-Sumas-Abbotsford Community Services Foundation. Established in 1981 with the bequest of $10,000 from a local resident, the trust fund has grown through community donations and investment income until its capital balance in April 1984 topped $45,000. Investment interest accrued since the opening balance in April 1983 amounted to nearly $9,000; just over $8,000 of this interest income was distributed to designated services.

The Foundation is administered by a volunteer board of not less than five members selected for their financial, business, legal and community experience. The accounting and secretarial services are provided by Community Services.

THE SOCIO-ECONOMIC LINK

Matsqui-Sumas-Abbotsford Community Services is a well-established organization with a significant revenue-generating component and potential. The community benefits are clear: employment opportunities, skills training, special needs clients, low-cost goods, volunteer participation and paper recycling. The economic contributions through sales and production (which offset program expenses for the Community Enterprises) and the Community Services Foundation (which subsidize other family and support services) are a major component of the overall budget. They helped to reduce the reliance of Matsqui-Sumas-Abbotsford Community Services on government funds from 79% to 70% in 1984. It is the intent of Community Services to continue its partnerships with businesses and to continue its expansion and diversification into other areas.